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its feasibility or its practical value. The memory, attention, habit, choice, will-power, and suggestion are touched upon in these chapters.

Throughout the entire series, but especially in this final volume, the effects of alcohol and narcotics are taught in the light of the most recent investigations and with a practical effectiveness never before attained in a series of books of this kind. The teaching is concrete and inductive, the facts are placed before the pupil in so clear a way that he can readily draw his own conclusion. This volume may be rather difficult for pupils in the highest grade of the elementary schools who have not gone through the preceding books of this series. In such cases, the book would be found quite difficult enough for pupils in the first or second year of the high school.

This series will set the standard of school texts on this subject for the future, and will rehabilitate a study now in general disfavor both with teachers and with pupils.

THOMAS M. BALLIET

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Zukunftspädagogik.—Berichte und Kritiken, Betrachtungen und Vorschläge
VON DR. WILHELM MÜNCH. Berlin: Georg Reimer, 1908. Pp. 373.

This work by Professor Münch of the University of Berlin affords the most comprehensive view we have of recent writings which have special reference to conscious planning for the future of education. Twenty-five writers, mostly Germans, are selected. Among these are Hugo Göring, Hermann Leitz (Emlohstobba), Ludwig Gurlitt (to whom much more space is given than to anyone else), Theobald Ziegler, Paul Natorp, Wilhelm Rein, and Georg Kerschensteiner. The Frenchmen represented are Edouard Desmolins (*L'Éducation Nouvelle*), Paul Lacombe, Pierre de Coubertin, Gustave Le Bon. There is only one woman in the book, Ellen Key, and but one representative of English-speaking peoples, John Dewey (*The School and Society*).

A second part discusses the problems of the future of humanism, the place of art in future educational schemes, the requisites in religious education, philosophical prerequisites, education in the family and in institutions, the education of women, specialization in universities, etc.

These sections formulate the author's conclusions, drawn from the very fair statements in the first part, about the various schools and theories of schools which are more or less in the public mind. At the close are ten pages of summary under thirty-eight heads. These show the necessity of a change in programme on account of the gradual increase in the accumulations of life's activities gained in one generation and passed on to the next; also that this change must take account of the balance between this race factor and the self-activity of the individual. Adequate provision for all classes must take account of special institutions for the more gifted in which there will continue to be place for the classics. Ability in all social classes should have opportunity, and only the fit should go on into higher schools. Little can be done, however, to limit the over-education of the less able children of the well-to-do.

There is further discussion of the function of the examination, the type of concrete reports desirable, the need of leading to work requiring judgment beyond memory, fewer hours for teachers, the necessity of leaving the more fatiguing studies until adolescence, the desirability of a partial election of studies even in the elementary school, etc.

Like many other German educators, as Dr. Kerschensteiner of Munich, the author sees a place in the public-school system for *internat* schools (boarding-schools) on the lines of Dr. Lietz' *Deutsche Land Erziehungsheime*, but the essential elements of this movement in its recognition of productive labor and allied interests as factors in education do not receive much attention in the summary, although the principle back of them, that of self-activity and direct experience, is never lost sight of.

The time will no doubt come when our requirements will lead us to pay more attention both to experimental schools and to what is done and written in Europe. At present unfortunately our means of coming into control of this material are seriously limited. There is much in Dr. Münch's book deserving of translation and publication in America.

FRANK A. MANNY

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Extempore Speaking. For School and College. By EDWIN DUBOIS SHURTER. Boston: Ginn & Co. 1908. Pp. vi+178. \$1.00.

Professor Shurter, of the University of Texas, in his preface to this book admits that he has derived much help, or rather suggestion, from many books on the topic which he treats. Such an admission saves him from the charges of deliberately "lifting" his material. Were we so disposed we could run the "deadly parallel" between his book and Professor Brander Matthews' *Notes on Speech-Making*, published in 1901. But being more charitably disposed we shall content ourselves with advising the author, taking our thought from Lowell's "The Fable for Critics," that having so much good fruit of his own he should leave Neighbor Matthews' orchard alone. For the author is thoroughly competent to produce good original work. He can and does treat his subject with perspicuity and force. The ambitious young man or young woman who wishes to know how to speak effectively will gain as much useful information from this book as from any recent book that we have read. Professor Shurter will instruct them in the method of preparing and delivering an address, in the advantages of extempore speaking, and in the different types of extempore speeches. He will, moreover, in this book direct them to the classic examples of such speaking, give them subjects and topics, and supply exercises for their ambitious efforts.

Much good use of this volume can be made by the literary societies in our secondary schools.

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